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ABSTRACT

Nine two-year colleges were visited during an administrative professional development leave from the Community College of Allegheny County. The visits were conducted during summer 1983 to observe and discuss: (1) college programs with business and industry; (2) student development programs; (3) academic and administrative uses of technology; and (4) unique college programs. This paper summarizes information obtained during visits to Brevard Community College, FL; Central Carolina Technical College, NC; Danville Community College, VA; Delhi Agricultural and Technical College, NY; Dutchess Community College, NY; Orange County Community College, NY; Rockland County Community College, NY; Sullivan County Community College, NY; and Valencia Community College, FL. With respect to programs with business and industry, the paper covers types of programs and courses offered, target population, factors influencing success, and advisory board use. In the area of student development, the paper reviews efforts to support cultural events, increase student involvement and leadership, involve student government in decision making, improve advisement and counseling, and support sports programs. With regard to administrative and instructional uses of technology, information is provided on the use of computer task forces, fiscal constraints, business/faculty exchanges, and word processing labs. After listing several unique college programs, the paper concludes by recommending on-site visits for professional development. (LAL)

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COMMUNITY COLLEGE PROGRAMS WITH BUSINESS AND INDUSTRY,
STUDENT DEVELOPMENT, ACADEMIC AND ADMINISTRATIVE USE
OF TECHNOLOGY, AND UNIQUE COLLEGE PROGRAMS

A Professional Development Report

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COMMUNITY COLLEGE PROGRAMS WITH BUSINESS AND INDUSTRY,
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A Professional Development Report

Community, junior, and technical colleges located in New York and on the East Coast were visited during an administrative professional development leave from the Community College of Allegheny County, Pittsburgh, PA. The purpose of the visits, conducted during June and July, 1983, were to observe and discuss 1) college programs with business and industry, 2) student development programs, 3) academic and administrative use of technology and 4) unique college programs. Colleges selected for the visits were featured in the American Association of Community and Junior College (AACJC) publications as having programs in the areas of interest or were recommended by colleagues. The selected colleges were: Brevard Community College, Cocoa, FL; Central Carolina Technical College, Sanford, NC; Danville Community College, Danville, VA; Delhi Agriculture and Technical College, Delhi, NY; Dutchess Community College, Poughkeepsie, NY; Orange County Community College, Middletown, NY; Rockland County Community College, Suffern, NY; Sullivan County Community College, Loch Sheldrake, NY; and Valencia Community College, Orlando, FL. Personnel at the institutions visited were very receptive and generously shared their time, expertise and resources. This report will highlight the information shared during the visits as well as provide information obtained from the colleges' brochures, program outlines, catalogues, and reports.

Programs With Business and Industry

College programs with business and industry included credit and non-credit classes, workshops, and seminars. Credit and non-credit classes were provided at the worksites during lunch hours and/or at the end of the work day, on the college campuses, or at a mutually agreed upon hotel or location conducive to the program. Some programs provided full-time equivalent (FTE) reimbursement; others were by contract and were self supporting. Examples of business and industry classes provided by the colleges were: communication skills, such as speaking effectively and report and correspondence writing; records management; situational leadership; motivation; time and stress management; cardio-pulmonary resuscitation; interpersonal skills; pre-retirement planning; professional career management; and executive health. Other programs were designed specifically for managers/supervisors, employees in local government, bankers, nurses, dentists, counselors, social service workers, real estate personnel, parents, teachers, and clerical/secretarial staff. Primary to the success of the above targeted programs were the shared planning of the content of the programs, selection of instructors who dressed appropriately, and delivery of the programs at the stated time and place. Managers in business and industry who were doubtful of the college's delivery system usually agreed to starting the programs as pilot programs with a quality review at the end of the program.

Advisory boards were considered very important for the business and industrial programs. The program information and job opportunities provided graduates through the advice and suggestions of program advisory members were highlighted by most colleges. The duties and responsibilities of the members were clearly outlined although the length of service for

members was usually not specified. Membership recognition was obtained by publishing the names, titles, and company affiliation of the counsel members in a campus handbook or in the college catalog. Receptions and/or dinners were held in their honor. The information and expertise provided by the membership more than off-set the costs for hosting these events. In some cases, funds for these gatherings were obtained from the College Foundation or the vending machine profits.

To implement educational programming and planning with business and industry, most college Presidents have designed positions directly responsible to them and placed high level people in these positions. Other college Presidents have offices specifically for career and management programs such as Office of Business and Industrial Development, Management Institute, and Institute for Business and Industry. In addition, colleges which have very active business and industrial programs have cooperative, supportive ties with the local Chambers of Commerce, are represented on the Governors Task Forces, and have Governors who actively recruit new business and talk very supportively of what the community colleges can do for training the workforce.

Student Development Programs

All of the colleges visited acknowledged and supported the shift to student development programs - programs which fostered the total development of persons, enhanced the academic programs, and led to frequent formal and informal contacts among students and faculty. The changed demographics of the college population and accountability outside the classroom have reinforced this shift.

One college implemented programs emphasizing student development by initially having discussions about student development with students, faculty and administration. These groups were then asked for their opinions about what they felt students needed as persons for success in the classroom and in their everyday life. After a year of discussions and input, the results were reviewed. The Director of Student Development recognized a relationship of the results to Chickering's theory for human development. The survey input and background theory then became the basis for developing the goals and short courses for the Student Development Program. Faculty participate in presenting the short courses. For example, a member of the business faculty may present the course on time management and a member of the psychology faculty, the course dealing with emotions. The courses, 1 to 1½ hours in length, have generated student interest for additional information; these students have enrolled in the credit classes. Program modules addressing some of the topics are available in the Learning Assistance Center for students preferring this instructional method.

A shift to programs supporting cultural events of an educational nature rather than campus entertainment are increasing. This input is being received through meetings with faculty and department heads and through Lyceum and Cultural Affairs Committees. If a department initiates a program, this information is shared with student development personnel and, if appropriate, the program is opened to the general student population.

Programs initiated with faculty input have nurtured the development of classes for credit. One college is initiating a pilot program to give college credit for attendance at selected cultural programs and completion of the assignments that correspond with the programs.

Campus speakers are being identified with input from students and faculty. Speakers are requested who will plan additional time on campus to meet and talk with students. Study breaks with classes have been successful for meeting with the guest speakers.

Student leadership in colleges is also increasing. Retreats, college approved student leadership development courses, and life skills programs are being developed to meet this need. Students are encouraged to attend open forums addressing college issues with the President, alumni and faculty.

Student governments are becoming more involved with the decision making processes at the institutions. To adequately represent the academic programs, one college has a representative from each curriculum in Student Government, while others encourage general representation and require that one seat be available for a representative from the evening division. Often a member of Student Government is selected to represent the students on the College Board of Trustees.

Student program advisement and career, academic and personal counseling are areas being reviewed by most of the colleges visited. Each is looking for improvement in the process and/or the automation of the student advisement process. At present, faculty are serving as program advisors at most colleges and career and academic counseling are being provided through Career Development Centers and through career exploration as part of the program coursework. Depending on the number of counselors, the amount of involvement by the counselors in the college programs, advisement process, and developmental studies programs varied. In some cases, Counseling Centers were the primary contact for all students planning to attend college. If the college counselors were involved

with advisement, the information base for the classes such as level of competency expected and method of instruction were shared directly with the counselors. The Dean of Students worked with the Division Chairs to assure that the guidance provided for students was consistent with the academic areas. Personal counseling was provided, but, if extensive personal counseling was needed, referrals to agencies outside the colleges were made.

To increase participation at college activities, colleges are targeting programs to specific groups, implementing full-and part-time student associations, and block-booking with neighboring institutions. Activities at the colleges visited were quite extensive. Those which received the most student support were sidewalk art shows; student-faculty exhibits; family festivals; field days for faculty and students followed by cookouts; workshops on topics such as money management, rearing children, assertiveness, time and stress management, wellness, and values clarification; visits to selected sites such as New York City; intergeneration group meetings; honors programs; college-wide theme days such as a Hawaiian Luau or Oktoberfest; and Open-Mike nights for students and local talent. A "Brain Bowl", a completely new program for statewide academic competition for students in public two-year colleges, is being initiated in Florida.

Clubs which were successful at the colleges were program oriented. Faculty and student services staff served in an advisory or sponsoring role. Club fairs for recruiting members were commonly held during the registration period.

Intercollegiate sports programs and the funds needed to support them were a concern. Administrative support for the programs ranged from

illegal in the state and no support to much support and college athletic scholarships. Funds to support the athletic programs ranged from 25% of the student activities budget to 45% of the budget. The multi-campus institution visited supported one team for each of the sponsored sports; this team represented the total college. Coaches were paid through the Student Activity fee at some colleges and from the operating budget at others.

Intramurals were generally a part of the student services program and, once again, the range of support varied. If the college emphasized intercollegiate athletics, the intramural program usually had low participation and lacked support.

Colleges with no indoor physical education facilities used the lawns, blacktopped basketball courts and horseshoe pits for recreation. In addition, exercise trails and exercise circuits were being developed.

Two of the colleges visited did not have a Dean of Students. In an effort to bring academics and student services together, the Director of Student Development reported to the Dean of Instruction at one college and, at the other, the Student Development Coordinator reported to the Dean of the Campus.

Academic and Administrative Use of Technology

Colleges have established computer task forces for identifying computer hardware and software for instructional applications, are providing staff development activities, and are encouraging the use of new technologies in the curricula. Financial constraints are, however, limiting these efforts. Faculty and administrators who are familiar with electronics are doing much of the wiring and installation of computer labs themselves

and are recycling old televisions and electronic parts into these labs.

Faculty and staff requests for computers and software must identify the purpose, function and objectives for the equipment as well as the availability of software. Two of the colleges visited had received grants to establish learning labs for students and for instructing faculty and staff on computer usage. At one college, a separate faculty computer development center was established for faculty use. In this lab, faculty were not threatened as they learned to use the computer for instructional purposes. Released time was provided through the grant for computer instruction and application, for software review and for curricula revision.

Computer technology being used in the work place, such as in the auto industry and in cable repair are, at one college, being introduced to faculty through faculty/business exchanges. This new information is integrated into the program coursework for students preparing in the career field and used for retraining the workforce for industry.

At the present time, most colleges did not have programs or courses called robotics. They were continuing to teach electronics and repair of equipment while preparing a course specifically in the repair of robots.

All software as well as all print and non-print materials were usually catalogued through the college library. The original of the software was kept in the library and copies made for the requested division or department. The names SOFTSWAP in California, as having catalogues of software available in the public domain, and the Minnesota Education Consortium were mentioned as resources for software.

Word Processing Labs for instruction and labs specifically for administrative use are being integrated into a few of the colleges visited.

In some cases, word processing students did the routine faculty requests; at others, all faculty requests were processed in the administrative word processing lab. Call in tape service as well as the routine typing services were available. Requests were channeled by the Supervisor or Word Processing Technician to appropriate operators. Specific formats were used for processing requests. Although at first apprehensive, faculty are recognizing the better service available through the word processing services.

Unique Programs

The sharing of background information, resource materials and campus tours highlighted the following courses and programs: Veterinary Science Technician Program at Delhi; Writing Consultancy Program at Orange; Food Service Certificate Program and the Hotel Technology Program at Sullivan; Student Leadership Development Course, International Business Program and the variety of non-credit programs provided through the Open College at Valencia; Motorcycle Repair at Central Carolina; Assessment and Occupational Development Program and International Education at Rockland; Adult Career and Education Counseling, and the Communication and Media Arts Program at Dutchess; and the Student Development Program at Danville.

Conclusion

In conclusion, I would highly recommend on-sight college visits for professional development. In the past, I have attended many workshops, seminars and professional training programs, but none have provided the knowledge, information and development obtained from the

on-sight visits. Colleagues are willing and eager to share their successes, and, more importantly, they encourage the duplication of their programs for the betterment of higher education. This leave provided for my professional and personal development but will also provide a wealth of information for the sponsoring institution.

INDEX OF COLLEGES

Brevard Community College
1519 Clearlake Rd.
Cocoa, FL 32922

Central Carolina Technical College
1105 Kelly Dr.
Sanford, NC 27330

Danville Community College
1008 South Main St.
Danville, VA 24541

Delhi Agriculture and Technical College
Delhi, NY 13753-1190

Dutchess Community College
Pendell Rd.
Poughkeepsie, NY 12601

Orange County Community College
115 South St.
Middletown, NY 10940

Rockland County Community College
145 College Rd.
Suffern, NY 10901

Sullivan County Community College
Loch Sheldrake, NY 12759

Valencia Community College
190 South Orange Ave.
Orlando, FL 32801

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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